Revised 3/23/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet   Type of School: _X_ Elementary __ Middle __ High __ K-12

Name of Principal _____Mrs. Alison Lee_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name _____Folger McKinsey Elementary_____
(As it should appear in the official records)

School Mailing Address____175 Arundel Beach Road_____
(If address is P.O. Box, also include street address)

_____Severna Park_____   Maryland   21146-3199____
City   State   Zip Code+4 (9 digits total)

County _____Anne Arundel_____   School Code Number*_____2102_____

Telephone (410) 222-6560_____   Fax (410) 544-3249_____

Website/URL___http://www.aacps.org/html/schol/Elementary/Folgmces.asp___   E-mail alee@accps.org____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* _____Dr. Eric J. Smith_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____Anne Arundel County_____ Tel. (410) 222-5304_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.
_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____Mr. Edward P. Carey_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.
_____Date_____
(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

76	Elementary schools
19	Middle schools
N/A	Junior high schools
12	High schools
6	Other

   113 TOTAL

2. District Per Pupil Expenditure: $8,765.00

   Average State Per Pupil Expenditure: $8,351.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [   ]   Urban or large central city
   [   ]   Suburban school with characteristics typical of an urban area
   [x]   Suburban
   [   ]   Small city or town in a rural area
   [   ]   Rural

4. __3.0__   Number of years the principal has been in her/his position at this school.

   _____   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	N/A	N/A	**N/A**		7			
K	50	31	**81**		8			
1	51	41	**92**		9			
2	59	44	**103**		10			
3	64	39	**103**		11			
4	41	63	**104**		12			
5	55	49	**104**		Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**587**

6. Racial/ethnic composition of
the students in the school:

91 % White
 5 % Black or African American
 0 % Hispanic or Latino
 4 % Asian/Pacific Islander
 0 % American Indian/Alaskan Native
 100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **5 %**

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	13
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1 (same as in #5 above)	568
(5)	Subtotal in row (3) divided by total in row (4)	0.049
(6)	Amount in row (5) multiplied by 100	4.9

8. Limited English Proficient students in the school: **0**
                                      0 Total Number Limited English Proficient
Number of languages represented:
Specify languages:

9. Students eligible for free/reduced-priced meals: **3**%

       Total number students who qualify: **20**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **9%**
                                  63 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

3 Autism	___ Orthopedic Impairment
____Deafness	**4** Other Health Impaired
____Deaf-Blindness	**10** Specific Learning Disability
1 Hearing Impairment	**43** Speech or Language Impairment
____Mental Retardation	___ Traumatic Brain Injury
2 Multiple Disabilities	___Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrators	1	1
Classroom teachers	26	7
Special resource teachers/specialist	5	2
Paraprofessionals		2
Support staff	3	2
Total number	**35**	**14**

12. Average school student-"classroom teacher" ratio: **22:1**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	97%	97%	96%	97%
Daily teacher attendance (Excused)	99.8%	99.9%	99.9%	%	%
Teacher turnover rate	0%	1%	6%	%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III - SNAPSHOT OF FOLGER MCKINSEY ELEMENTARY

Folger McKinsey Elementary School, housing 600 students, kindergarten through 5th, lies in Severna Park, a suburb of Baltimore and Annapolis, Maryland. It is highly regarded by the community as a positive place for its children to bloom and grow. The faculty and staff work collaboratively with parents to provide a quality education with consistently high expectations for student achievement and personal successes.

The Folger McKinsey motto is "Together We Make a Difference". This exemplifies the strong partnerships on all levels. The vision of our collective community (staff and parents) is to create an engaging environment where rigor and challenge set the tone for the instructional day. Wherever a student's abilities/needs begin, Folger McKinsey's initiatives move that child along in his educational journey. Strong character development and good citizenship are interwoven into this vision. Our entire Folger McKinsey family aspires to excellence in all of our academic and social endeavors..

Our highly qualified teachers respect children, parents, and each other. They are a motivated and creative group of individuals who collaborate to develop sound, effective practices. Teachers at Folger McKinsey Elementary School are dedicated to accelerate progress in students and use a variety of assessment measures to gain knowledge about individual students and adjust instruction to meet their needs. There is little turnover in the faculty because the work environment is positive and rewarding.

We have a positive pro-active approach to classroom management and therefore have few behavior problems. By communicating openly, and honestly within our learning community, we keep parents involved in the learning process. Our learning programs are enthusiastically supported by parents. We are fortunate to have over 200 active parent and community volunteers who routinely assist us with curricular and extra curricular activities.

The Folger McKinsey Elementary PTA is a strong collaborative force that consistently helps our students and teachers achieve. Whether they are sponsoring cultural assemblies, tutoring in the classrooms, volunteering to make learning materials, holding book talks, and/or guest reading, our PTA is phenomenal.

Our students benefit from varied afterschool experiences housed within the schoolhouse. Volunteers, scouts, and private vendors offer a multitude of choices including foreign language, math clubs, drama, yoga, Mad Science, literature groups and more. The local YMCA runs a before and after school program as well for those students in need of extended day care.

When students leave Folger McKinsey Elementary they have mastered the challenges of the rigorous programs we provide and go on to succeed in middle and high school with the confidence that comes with a solid academic and social foundation.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of the Maryland School Assessment

From 1993 until 2002, Maryland used the Maryland School Performance Assessment Program (MSPAP) to assess and monitor student and school progress. This program included performance tasks that assessed grades 3, 5, and 8 Maryland Learning Outcomes in reading, writing, language usage, mathematics, science, and social studies. The MSPAP measured the performance of Maryland schools by illustrating how well the students solve problems individually, their ability to apply what they have learned to real world

problems, and how well students can relate and use knowledge from different subject areas. School achievement was measured on three proficiency levels: Excellent, Satisfactory, and Not Met.

In March, 2003-in response to new requirements from the federal Elementary and Secondary Education Act of 2001 (ESEA, a.k.a. No Child Left Behind)-Maryland introduced the Maryland School Assessment (MSA). The MSA was administered to students in grades 3, 5, and 8 in mathematics, and 3, 5, 8, and 10 in reading. Student, school, district, and state achievement is measured on three proficiency levels: Advanced, Proficient, and Basic.

The MSA produces a score that describes how well a student masters the reading and mathematics content specified in the Maryland Content Standards and the Voluntary State Curriculum (VSC). MSA scores are criterion-referenced scores depicting student performance against the Maryland VSC.

Additional information on the Maryland's assessment system can be found on: www.mdreportcard.org and www.mkd12.org.

At Folger McKinsey Elementary students have regularly performed well on the state-mandated assessments. During the most recent school year (2003-04) in the area of reading, 95% of our students in grades 3 and 5 scored proficient on MSA, with 33% scoring advanced in grade 3, and 67% scoring advanced in grade 5. Mathematics brought similar results with 96% of our students scoring proficient, with 43% in the advanced level in grade 3 and 50% in the advanced level in grade 5. During the '03-04 school year, our third grade assessment results/scores were the highest in our county (out of 77 elementary schools).

Though our sub group populations are too minimal to report, we do monitor disaggregated data on these students to ensure instructional needs are being met at all levels. Gender has not produced a statistical difference in scores in reading or math at Folger McKinsey Elementary.

2. **Assessment**

Folger McKinsey's teachers realize that assessment results play a positive, formative role in improving the overall instructional program, as well as the instruction provided to individual students. Through a continuous cycle, our staff plans for instruction and assessment, teaches, gathers data, interprets data, adjusts pacing, accelerates, or reteaches. With this diagnostic and prescriptive process, early indications of the learning taking place and the identification of any possible learning barriers are noted. Through individual and grade-group planning, and vertical teaming, our teachers use qualitative data and quantitative measures within an effective multiple-measures approach to ensure all students are succeeding.

The School Improvement Team takes a wholistic look at the school's assessment data through state and county quarterly measures, as well as grade-group documentation binders, which include students' work samples, lesson plans, artifacts, classroom assessments, and other representative samples submitted for periodic review by the team to note successes (and needs) in meeting school improvement goals. The School Improvement Team also identifies trends within each of the content assessments and suggests instructional adjustments as needed. School-wide or grade specific staff development needs may emerge as part of this assessment/documentation analysis.

3. **Communication**

Folger McKinsey Elementary's staff strives to communicate with all stakeholders in a variety of mediums. Our motto of "Together We Make A Difference" rings true through a strong home-school connection. The Anne Arundel County Public School's main home page provides a link to our own school's site. This site is updated frequently and serves to provide the community and our Folger families with performance and

assessment data. Our site also provides a link for parents to view our data in comparison to other county and state schools.

The monthly newsletter serves as a much anticipated format that parents rely on for up-to-date information. Details about testing and results are shared with both visual and narrative formats that allow for clear interpretation by non-educators. The newsletter includes grade specific initiatives, school-wide events, and accomplishments, as well as ways parents can assist at home in enhancing student performance. The School Improvement Team also includes monthly updates and highlights of academic initiatives taking place within the Folger schoolhouse. Our monthly newsletters are sent to the elementary, middle, and high schools within our feeder system, childcare centers in our attendance area, the public library, newspapers, several local businesses, county council representatives, and the local Chamber of Commerce.

Many of Folger McKinsey's staff now utilize school-based email to communicate effectively and efficiently with parents. Many parents utilize this communication tool daily and/or weekly for performance updates. Parents and teachers also communicate about on-going student performance in communication journals that travel back and forth between home and school. The parent-teacher conference format is also frequently utilized to share information. Students in grades three through five are often involved in this process to foster the development of ownership for their own learning. The Folger McKinsey staff will create and implement any communication tool necessary to ensure student performance is enhanced and closely monitored.

Monthly Parent-Teacher Association (PTA) meetings are also an integral part of communicating student performance and assessment data at Folger McKinsey Elementary. Parents are an important component of our student's successes, and PTA meetings serve to inform and allow for collaboration on existing and new initiatives. Our PTA has a thirst for instructional knowledge to impact and accelerate the journey towards excellence.

There is close, respected communication between and among the Folger staff. Grade group teams meet frequently to plan and debrief. The administrative personnel complete classroom walk-throughs to informally observe and communicate with students during lesson engagement. Walk-throughs also provide for follow-up conversations and the facilitating of teacher reflection.

4. Sharing Successes

Long before the 2004 Maryland Blue Ribbon designation, Folger McKinsey was recognized as a high achieving, sought after community school. Local schools' staffs frequently visit to observe instructional deliveries. Many of our staff collaboratively plan with colleagues in neighborhood schools during off hours and inservice days.

Folger McKinsey teachers, as well as the administrators, have been asked to share their expertise at local and state conferences, as well as serving on county and state curriculum writing committees. The principal, Mrs. Lee, served on task development and review committees for the Maryland State Performance Assessment Program (MSPAP) for the Maryland State Department of Education. Mrs. Lee currently teaches graduate level core college classes for McDaniel College in Westminster, Maryland.

A recent opportunity for the Folger McKinsey staff to showcase instructional expertise, while gaining knowledge from other delivery systems was during a visit of educators from Durham, England. Folger McKinsey was selected to host several primary educators over a five day period in the Spring of 2004. The visiting staff observed, co-planned and eventually collaboratively taught in our classrooms. The purpose of the exchange was for the Durham teachers to gain information about the curriculum utilized, the logistics of a typical "American" day, and the instructional strategies that serve to make our students successful learners.

Our staff also offers parent information evenings in all content areas through PTA coordination. The evenings are engaging and hands-on, with parents gaining knowledge of specific grade level curriculum sequences, as well as a keen sense of how their role at home can extend and refine key concepts.

The school based reading specialists, the special education staff, and the full-time guidance counselor also hold meetings on varied topics for our parent contingency and surrounding community groups. All the aforementioned personnel serve on committees and are considered leaders in their areas of expertise.

A recent partnership with Morgan State University in Baltimore, Maryland designated Folger McKinsey Elementary as a "Professional Development School". It is with great pride and excitement that our staff has a direct impact on future educators. Through field study interns and student teachers, our staff has a role in "growing their own". The Folger McKinsey educators feel this mentoring and giving of themselves back to the profession is both rewarding and worthwhile.

PART V – CURRICULUM AND INSTRUCTION

1. Overview of Folger McKinsey's Curriculum

The curriculum implemented at Folger McKinsey Elementary is aligned with the developed curriculum in Anne Arundel County, Maryland. This curriculum and programming is selected and outlined by Anne Arundel County teachers under the direction of specific content coordinators. All curriculum decisions are based on national content standards, Maryland State learning outcomes, and the Maryland Voluntary State Curriculum. There is uniformity in content, resources, and pacing among all Anne Arundel County elementary schools; however, within this structure is the latitude to vary delivery strategies, accelerate pacing, reteach concepts, and delve into areas of students' interests.

The Elementary Reading/Language Arts program at Folger McKinsey Elementary is designed to accelerate achievement for all students. To attain this important academic goal, the *Open Court Reading Program* forms the foundation of language arts instruction in our school. Open Court Reading is a comprehensive language arts program based on the five essential components of good reading instruction as outlined in *No Child Left Behind*: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Featuring high quality literature, this program enables students to learn to comprehend, form ideas, and communicate in a highly effective manner.

Experiences within the mathematics curriculum delivery are hands-on and authentic. Discovery and risk-taking are key backdrops to the well developed, sequential pacing. Teachers have built-in formats that allow for reteaching and accelerating opportunities within each grade. Folger McKinsey also is participating in a "Collaborative Talent Development Model" which provides our school with an additional staff member to assist in providing enhanced mathematical experiences.

The primary purpose of Folger McKinsey's social studies program, K-5, is to help children develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world as they learn about their communities, their state, their country, and the global environment.

Learning science at Folger McKinsey is an active process. Students learn science by acquiring knowledge, and constructing explanations of natural phenomena, by testing those explanations many different ways, and by communicating their ideas to others.

Each student at Folger McKinsey has an inherent right to develop avenues for self-expression and communication. It is the goal at Folger McKinsey to provide a music program which will ensure that all students can learn to value music through the acquisition of skills, knowledge, and concepts.

The visual arts curriculum at Folger McKinsey Elementary is linked to the reading, science, and social studies curricular themes and topics. Through these links, students demonstrate the ability to perceive, interpret, and respond to ideas/experiences, and the environment through varied visual art mediums.

Through the physical education curriculum Folger McKinsey students develop an understanding of good health choices, the importance of exercise, positive sportsmanship, and concepts and skills of developmentally appropriate sports and games. The physical education curriculum correlates to the President's fitness initiatives and Maryland physical education content standards.

Our media and technology deliveries encompass library science, research skills, technology productivity tools, communication tools, and linkages with content. Through authentic inquiry and investigations, author studies, and presentation opportunities, Folger McKinsey students develop the skills to utilize a variety of sources and resources to extend and refine knowledge on varying levels, and for a variety of purposes.

2. Reading Curriculum: Elementary

Our primary reading curriculum is the county-adopted Open Court Reading Program provided by SRA-McGraw Hill. This research-based program has been developed by a team of respected educators including Marilyn Jager Adams, author of <u>Preventing Reading Difficulties in Young Children</u> and Michael Pressley, editor of the *Journal of Educational Psychology* and Director of the Masters in Education Program at the University of Notre Dame. The Open Court Reading Program is designed to meet the requirements of the U.S. Department of Education's Reading Excellence Act and the "No Child Left Behind" legislation, and it has proven most effective with students at risk of reading failure. The program provides organized, systematic, explicit instruction in reading and writing skills and strategies including the writing process, spelling, grammar, language usage and mechanics. Advanced study and methods of inquiry are also highlighted in the program and support advanced learners with challenging experiences. The program emphasizes teacher modeling and step-by-step scaffolding of skills for all students. The literature and follow-up lessons are multi-culturally sensitive and engaging, and they are supplemented by theme-based projects in each classroom. Teachers at Folger McKinsey Elementary have found a variety of ways to individualize and enrich the program to accelerate student achievement.

For students with reading difficulties in grades K-2, our reading specialists, special education teachers, and trained parent volunteers instruct targeted students in intervention groups daily. A variety of research-based strategies are combined to accelerate remediation in areas of phonological awareness, alphabetic principle, and accuracy, and with fluency.

Folger McKinsey students in grades K-2 also are administered the *Dynamics Indicators of Basic Early Literacy Skills* (DIBELS). This instrument is yet another assessment tool for the classroom teacher to measure reading growth functionally and frequently. The acquired data is used diagnostically, along with a host of other informal and formal assessment tools.

The small numbers of students at Folger McKinsey in grades 3 through 5 who are still in need of a remedial program in the area of reading participate in *Corrective Reading of SRA*. This direct instructional method, providing a script and nonverbal signals, help maintain pacing and structure. Each lesson involves reading connected text which incorporates the current phonics skills and those previously taught, as well as reading comprehension and high level thinking skills. Ongoing assessment is an essential part of the program.

Reading instruction is the highest priority at Folger McKinsey Elementary. The goal is for our students to leave our doors with the life-long love of reading!

3. Other Curriculum Area: Mathematics

The mission of *creating an engaging environment where rigor and challenge set the tone for the instructional day* is crystallized when you visit mathematics lesson deliveries at Folger McKinsey. Using the Scott Foresman Math program to implement the Maryland State Learning Outcomes and the Maryland Voluntary Curriculum our teachers create whole group and differentiated experiences to inspire and stimulate life long interest and confidence with math concepts. Leading students from the concrete to the abstract through sequential, real-life tasks, our teachers use a diagnostic and prescriptive framework to plan, teach, and extend.

Our teachers also seek resources to broaden math concepts through interactive computer software, web sites, literature, writing links, games, and participation in math related competitions.

Folger students yearly participate in the strategic math competition, "Game 24", held through our county. One of our students won first place in the 2003-04 competition. Currently fourth and fifth graders are participating in Mathematical Olympiads for Elementary and Middle schools (MOEMS). MOEMS is a non-profit public foundation which provides opportunities for students to engage in creative problem solving activities which develop the ability to reason, to be logical, to be resourceful, and to be ingenious.

Keeping parents abreast of mathematical initiatives, and providing them with resources is a key ingredient to math success at Folger McKinsey. Our staff and PTA host a yearly "Math Night" where parents can engage in activities similar to those used at each grade level. The county website provides numerous resources and appropriate websites that support our learning goals. The Scott Foresman vendor provides its text pages on the web, as well as additional "practice" and "enrichment" resources.

The mathematical learning environment at Folger develops enthusiasm for problem solving, strengthens the ability to use a variety of mathematical concepts, provides intellectually stimulating and significant mental activities, and applies all learning outcomes to the real world of the elementary learner.

4. Instructional Methods

First, and foremost, at Folger McKinsey we take great pride in the warm, nurturing learning environment that has been established. Upon entering the doors of our schoolhouse one can sense the respect for each other and the respect for learning.

Over the past three years the staff has diligently implemented many of Marzano's research based instructional methods. Several of these delivery strategies, already part of our collective repertoire, are implemented with increased regularity and frequency. Through faculty meetings, our staff has opportunities to share experiences using targeted techniques and to refine their teaching craft. Time is devoted to sharing models of successful instruction, investigating approaches with the effects on learning, and evaluating student work samples.

Other instructional methods stem from C. Tomlinson's work on differentiation. Believing that every child has the right to a rigorous day, our staff orchestrates learning environments to provide consistency, high expectations, and effective pedagogy for all. Students are moved along their own individualized educational journey while meeting established benchmarks for each grade and content. Grade group

planning allows for fluid and flexible student groupings, inquiry opportunities, and links with related experience such as media and technology.

The level of instructional expertise among the Folger McKinsey staff is beyond compare. Our teachers teach their students, not just the content. By utilizing the power of connections and the transfer of learning concepts, activating, and building background knowledge, and where a delicate balance of modeling instruction and guided practice flow back and forth, the Folger McKinsey instructional methods equate to effective teaching and learning. When our teachers and students share their thinking, and learn from each other, everyone benefits in the process!

5. Professional Development

The predominant professional development framework at Folger McKinsey is aligned with the School Improvement Plan. By collaboratively analyzing yearly MSA (state) data, ongoing county benchmark data, and informal classroom assessment data, a school-wide needs assessment is determined. Staff development needs are identified and implemented for whole faculty, targeted groups (grade specific, interests, needs) and individuals. Staff development at each tier is ongoing and spiral. Regular faculty meetings are structured to allow for staff development, sharings, and school improvement.

Another form of professional development at Folger McKinsey that directly impacts student achievement is the teacher-planning model that allows for all teachers at each grade/team to plan together weekly. During this timeframe, professionals work to enhance their craft, investigate areas specific to their grade/content, discuss student needs, plan for flexible grouping, review student work samples, and get peer perspectives on a host of academic issues.

The previously mentioned relationship Folger McKinsey has forged with Morgan State University offers grant funds for teacher training, opportunities for action research, and resources to attend conferences. The University and Folger work together to meet our school improvement goals and objectives.

The professional development area of our school media houses a myriad of education journals and books. Many of our staff are in graduate and post-graduate programs and utilize this convenient resource. Easy access to a computer also encourages staff to seek instructional ideas, lesson plans and content specific information via the internet.

The Anne Arundel County Public Schools' Staff Development office plans and provides pertinent, ongoing, and worthwhile inservices for countywide initiatives for our staff. These inservices are offered during designated inservice days as well as during after-school hours with stipends provided.

Our students' successes are strongly linked to the professional development experiences afforded our staff on a variety of levels throughout a given school year. Each and every opportunity helps all of us grow as learners as we become leaders in our field.

Table 1
No Child Left Behind - Blue Ribbon School
Grade 3 Reading

State Tests

Testing month	2003-2004 MSA May	2002-2003 MSA May	2001-2002 MSPAP May
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	96	86	65
% At Advanced (Excellent)	33	16	13
Number of students tested	106	97	103
Percent of total students tested	100	100	97
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
STATE SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	71	58	31
% At Advanced (Excellent)	13	9	4

Table II
No Child Left Behind - Blue Ribbon School
Grade 5 Reading

State Tests

Testing month	2003-2004 MSA May	2002-2003 MSA May	2001-2002 MSPAP May
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	90	93	89
% At Advanced (Excellent)	67	68	44
Number of students tested	98	108	115
Percent of total students tested	100	100	92
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
STATE SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	69	66	42
% At Advanced (Excellent)	29	26	11

Table III
No Child Left Behind - Blue Ribbon School
Grade 3 Math

State Tests

Testing month	2003-2004 MSA May	2002-2003 MSA May	2001-2002 MSPAP May
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	98	90	55
% At Advanced (Excellent)	42	28	2
Number of students tested	106	97	103
Percent of total students tested	100	100	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
STATE SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	72	65	29
% At Advanced (Excellent)	20	15	2

Table IV
No Child Left Behind - Blue Ribbon School
Grade 5 Math

State Tests

Testing month	2003-2004 MSA May	2002-2003 MSA May	2001-2002 MSPAP May
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	93	86	87
% At Advanced (Excellent)	50	32	46
Number of students tested	98	108	115
Percent of total students tested	100	100	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
STATE SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	63	55	40
% At Advanced (Excellent)	13	10	10